

## Level 1 Parent's Guide

### Introduction

This year your child will learn English using *Learn English with Dora the Explorer*<sup>™</sup>. You have an important role in your child's English education. You can help your child be successful in English, regardless of your own level of English.

Oxford University Press (OUP) has partnered with Viacom Nickelodeon Consumer Products to create a compelling English Language Teaching program for young students that can be used at school or at home.

Nickelodeon's characters have educated and entertained children for decades, using storytelling techniques which are designed to improve children's critical-thinking abilities. This, combined with OUP's trusted teaching methodology and valued relationships with Primary teachers around the world, means that your child will have fun in their English classes while also making progress.

Welcome to the world of ***Learn English with Dora the Explorer!***

With Dora, every English class is an adventure. On this adventure, your child will learn lots of English words and useful phrases. The course is unique in that it features the beloved characters from the Nickelodeon television series *Dora the Explorer*. Dora and Boots the monkey inspire students to enjoy learning English and to care about the world around them through a positive, "can-do" outlook on life and community values.

Language learning goes beyond what happens in the classroom. Even if you don't speak much English, your support and encouragement are extremely valuable.

This Parent's Guide has been specifically designed to provide you with practical tips and suggestions, so that you can enjoy being involved in your child's learning.

The Parent's Guide provides notes for each pair of lessons in every unit. These notes begin with a summary of what your child has been learning in each lesson. It is here that you will see the key vocabulary and language that your child has been practising in class.

Two Home Study Activities are then provided for you and your child to do together. These activities will enable you to help your child practice the key vocabulary and language, often allowing your child to personalize what they have learnt and transfer their knowledge to the context of their own family and home setting. The sequence and staging of these activities mirror the way the children learn in class – first by listening and responding, then by listening and repeating, then by speaking.

Learning a language isn't just about learning words, of course – it's also about understanding and respecting other people and relating to them in a positive way. In each of the animations your child watches in class, they will see Dora and her friends exhibiting positive values (e.g. helping friends, sharing and being safe) and this is supported with follow-up activities to develop your child's emotional understanding. For this reason, the Parent's Guide also enlists your help in reaffirming the values your child has been learning. Guidance for doing this is detailed in the notes for Lessons 5–6 in every unit.

In addition to the Home Study Activities, further Extra Practice activities are also provided. These will allow you to make the most of the course materials which are available to you for home use, namely your child's Student's Book and Activity Book, the Storyteller Vocabulary Presentation video for each unit and the course songs.

The activity suggestions in this section will not only provide you with ideas for using the materials in a different way to the way they have been used in class, but also give you an opportunity to talk to your child about what they're learning in their English lessons and see the hard work they have been doing.

The notes for each pair of lessons end with a progress check, which enables you to monitor how well your child is doing, as well as give praise and encouragement to your child.

### Tips for Using English Together With Your Child

- Don't worry if you don't speak much English. You can still be a lot of help in your own language, especially when first starting out. Seeing you use the English that you know will inspire your child to speak English, too!
- Make the most of the available course materials for support with your own English. The story audio transcripts are provided and you may find that the Storyteller Vocabulary Presentation video for each unit is a useful learning aid for you too. In addition, both the video and the songs can provide a useful model for the pronunciation of new language.
- Encourage and praise your child. Use the progress sections in the Parent's Guide notes to celebrate your child's effort and achievements. You can write a message for your child, e.g. *Good job! That was great! You worked hard! Good try! – Let's do it again. I'm proud of you!* You can also draw a picture for your child, e.g. a smiley face, a star, clapping hands or a trophy.
- Don't be afraid to make mistakes, and to laugh at your own mistakes.
- Let your child make mistakes, too. Your child will learn from your example and have more fun learning the language.
- Practice English with games that involve movement and mime. Use real objects, such as your child's toys, and photos to make practice more relevant to your child.
- Feel free to use your own language to talk to your child about some aspects of their learning. Conversations about values, as well as the way your child approached activities in their Student's Book or Activity Book, are also of wider educational benefit, such as emotional development and critical-thinking skills.
- When you have completed a unit or an activity with your child you may want to sing the Listening 22 **We did it!** chant.
- Create opportunities for your child to see people using English.

Learning a language is something which takes time and patience, but the best way to help your child become excited about learning is to show that you are excited, too.

**Together, we can do it!**

## Hello Unit

### Lessons 1 and 2

Student Book Level 1, Hello Unit, pages 2–3

Activity Book Level 1, Hello Unit, pages 2–3

**In Lessons 1 and 2 your child learnt the following:**

<b>People vocabulary:</b> teacher girl boy	<b>Language:</b> Hello, I'm Dora.
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### Home Study Activities

- 1 Find some of your child's toys, e.g. dolls or soft toys. Ask your child which toy is a boy. Encourage them to pick up the toys which are boys and say, e.g., *Boy! Boy! Boy! Boy!* Then repeat for the toys which are girls. If you like, encourage your child to pretend their toys are at school. Ask them who the teacher is and encourage them to show you and say *Teacher! Teacher! Teacher! Teacher!!*
- 2 Sing the Listening 01 **Hello!** song with your child. Take it in turns to sing the third verse, using your own name. Then sing the song together with your child's toys, e.g. dolls or soft toys, using their names instead of Dora and Boot's names. If you like, use funny voices for the toys. When you are out and meet someone who speaks English, encourage your child to introduce themselves to this person in English, e.g., *Hello, I'm Daniel.*

### Extra Practice

- **Storyteller Hello Unit Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- Listening 01 **Hello!** song

## Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and say the people.</li> <li><input type="checkbox"/> sing the <b>Hello!</b> song.</li> <li><input type="checkbox"/> introduce themselves and say <i>Hello, I'm (Dora).</i></li> </ul>	<p>Write a message or draw a picture for your child:</p>
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## Unit 1 School

### Lessons 1 and 2

Student Book Level 1, Unit 1, pages 4–5

Activity Book Level 1, Unit 1, pages 4–5

**In Lessons 1 and 2 your child learnt the following:**

<b>School vocabulary:</b>	school lunch box bag book
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### Home Study Activities

- 1 Find a lunch box, a book, a bag and a picture or photo of a school. Say the names of the objects and encourage your child to point to them. Then point to each object and encourage your child to say the word, e.g., *Book!* or *Book! Book! Book!*
- 2 Hide a lunchbox, a book, a bag and a picture or photo of a school in different places at home. Ask your child to find each object, bring them to you and say the words.

### Extra Practice

- **Storyteller Unit 1 Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- **Activity Book page 4:** Ask your child to point to the pictures they have colored and say the words, e.g., *Bag! Or Bag! Bag! Bag!*

## Together, we can do it!

My child can

- listen and identify the school things.
- listen and repeat the school things.
- identify and say the school things.

Write a message or draw a picture for your child:

## Unit 1 School

### Lessons 3 and 4

Student Book Level 1, Unit 1, pages 6–7

Activity Book Level 1, Unit 1, pages 6–7

**In Lessons 3 and 4 your child learnt the following:**

<p><b>Language:</b> It's a school.</p>	<p><b>School vocabulary:</b> school lunch box bag book teacher</p>
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### Home Study Activities

- 1 Sing the Listening 02 **It's a School** song with your child. Take turns singing the verses. Then choose one of the vocabulary items and start to draw it on a piece of paper. Encourage your child to guess what it is and say, e.g., *It's a school!*
- 2 Put a lunch box, a book, a bag, and a picture of a school and a teacher on the table. Ask your child to point to each item and say what it is, e.g., *It's a lunch box*. Then ask your child to close their eyes. Take one item and hide it under the table. Ask your child to open their eyes and guess what's under the table e.g., *It's a book!* Your child can then look under the table to check. Repeat for the other items.

### Extra Practice

- Listening 02 **It's a School** song
- **Student Book page 6:** Ask your child to close their eyes. Cover the teacher, the lunch box, the school, the bag or the book with paper. Ask your child to open their eyes and say what's under the paper, e.g., *It's a teacher!* Repeat, covering a different part of the picture.
- **Activity Book page 7:** Ask your child to draw around the small pictures of the lunch box, the book, the school and the bag with a pencil to practise fine motor skills.

## Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify school things and say <i>It's a (bag)</i>.</li> <li><input type="checkbox"/> sing the <b>It's a School</b> song.</li> </ul>	<p>Write a message or draw a picture for your child:</p>
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## Unit 1 School

### Lessons 5 and 6

Student Book Level 1, Unit 1, pages 8–9

Activity Book Level 1, Unit 1, pages 8–9

**In Lessons 5 and 6 your child learnt to:**

**Tell a story through actions and mime**

**Explore the value:** Help your friends

### Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 8 and 9 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to things in the pictures and ask *What's this?* Encourage your child to tell you, e.g., *It's a lunch box.*
- 2 In your own language, ask your child who Dora's friends are in the story (Boots and Tico). Ask how Dora helped her friends in the story (She went to school with them on their first day.) Ask your child *Who is your friend?* Encourage them to tell you ways they can help their friend (in their own language) to reinforce the value from the lesson.

### Extra Practice

- **Activity Book page 8:** Encourage your child to follow the path they drew with their finger and say the names of the characters and things.
- Listening 02 **It's a School** song: Sing the song with your child again to review the school vocabulary.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify things in the story and say *It's a (lunch box).*

Write a message or draw a picture for your child:

## Unit 1 School

### Lessons 7 and 8

Student Book Level 1, Unit 1, pages 10–11

Activity Book Level 1, Unit 1, pages 10–11

In Lessons 7 and 8 your child learnt the following:

Language: What's your name?  
My name's Anna.

### Home Study Activities

- 1 Sing the Listening 03 **What's Your Name?** song with your child. Take turns singing the questions and the answers and use your own names. Sing the song again with some of your child's toys, e.g. soft toys or dolls. Pretend the toys are answering the questions and use their names.
- 2 Find some family photos. Encourage your child to ask *What's your name?* Then answer with the name of a person in a photograph, e.g., *My name's (Daniel)*. If you like, use a different voice to pretend to be this person. Encourage your child to find and point to the photo of the person you named. Repeat with different names. Then change roles to play again.

### Extra Practice

- Listening 03 **What's Your Name?** song
- **Craft project:** Ask your child to show you their craft work book. Encourage them to point to each picture and say, e.g., *It's a bag*.

## Together, we can do it!

My child can

- sing the **What's Your Name?** song.
- ask *What's your name?*
- answer *My name's (Anna)*.
- remember the school vocabulary and say *It's a (school)*.

Write a message or draw a picture for your child:

## Unit 2 My Family

### Lessons 1 and 2

Student Book Level 1, Unit 2, pages 12–13

Activity Book Level 1, Unit 2, pages 12–13

In Lessons 1 and 2 your child learnt the following:

<b>Family vocabulary:</b>	sister brother mommy daddy
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### Home Study Activities

- 1 Look at some photos of families with your child. You could look at photos in a magazine or online. Try to find photos with the family members listed above. Say a family word and ask your child to point to the family member in the photo. Then point to a family member and ask your child to say the word, e.g., *Mommy!* or *Mommy! Mommy! Mommy!*
- 2 Encourage your child to make a family with their toys. Encourage them to point to each toy and tell you who they are, e.g., *Daddy! Brother! Sister!*

### Extra Practice

- **Storyteller Unit 2 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Activity Book page 13:** Say a family word, e.g., *Mommy!* Encourage your child to point to all the pictures of this family member and say the word each time. Repeat for the other family words.

## Together, we can do it!

My child can

- listen and identify the family members.
- listen and repeat the family members.
- identify and say the family members.

Write a message or draw a picture for your child:



## Unit 2 My Family

### Lessons 3 and 4

Student Book Level 1, Unit 2, pages 14–15

Activity Book Level 1, Unit 2, pages 14–15

**In Lessons 3 and 4 your child learnt the following:**

<p><b>Language:</b>     This is my mommy.</p>	<p><b>Family vocabulary:</b>     sister brother mommy daddy</p>
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### Home Study Activities

- 1 Find some photos of your family. Say a family word from the lesson, e.g., *Brother!* and encourage your child to point to the family member in the photos. Then point to a family member and encourage your child to say who it is, e.g., *This is my daddy.*
- 2 Use your family photos with the Listening 04 **This Is My Mommy** song. Sing the song with your child, encouraging them to point to any of the corresponding family members they have in the photos.

### Extra Practice

- Listening 04 **This Is My Mommy** song.
- **Activity Book page 14:** Ask your child to pretend to be Dora and introduce you to her family. Encourage them to point to each family and say who it is, e.g., *This is my brother.*
- **Student Book page 15:** Look at the lines. Then draw some similar lines on a piece of paper. Ask your child to follow the lines with their finger. Then ask your child to follow the lines with a pencil to develop fine motor skills.

## Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> identify family members and say <i>This is my (sister).</i></p> <p><input type="checkbox"/> sing the <b>This Is My Mommy</b> song.</p>	<p>Write a message or draw a picture for your child:</p>
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## Unit 2 My Family

### Lessons 5 and 6

Student Book Level 1, Unit 2, pages 16–17

Activity Book Level 1, Unit 2, pages 16–17

**In Lessons 5 and 6 your child learnt to:**

Tell a story through actions and mime

Explore the value: Be safe

### Home Study Activities

- 1 Ask your child to tell you their favourite part of the story and point to the corresponding frame on pages 16 and 17 of the Student Book. Encourage them to tell you about this part of the story in their own language. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names and family words.
- 2 Look at Frame 5 of the story with your child. In your own language, ask them how Dora and her friends stayed safe (They held hands).  
The next time you want your child to hold your hand for safety, say in English *Be safe! Hold hands!* to reinforce the value from the lesson.

### Extra Practice

- **Activity Book page 17:** Look at the picture with your child. Ask them to draw a similar picture of themselves holding your hand to cross the road. Then encourage them to point and say *Be safe! Hold hands!*
- Listening 04 **This Is My Mommy** song: Sing the song with your child again to review the family vocabulary.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify Dora's family members in the story and say the family words.

Write a message or draw a picture for your child:

## Unit 2 My Family

### Lessons 7 and 8

Student Book Level 1, Unit 2, pages 18–19

Activity Book Level 1, Unit 2, pages 18–19

**In Lessons 7 and 8 your child learnt the following:**

<b>Language:</b>	hold hands
	stop
	look
	go

### Home Study Activities

- 1 Play a game with your child in the park or a garden. Encourage your child to run around and then shout instructions for your child to act out, e.g., *Stop! Look! Go!*
- 2 Sing the Listening 05 **Let's Be Safe** song with your child. Encourage your child to teach you the actions for the song and join in with the actions. Take the opportunity to use the same English instructions with your child when you are crossing the road together, e.g. say *Hold hands! Stop! Look! Go!*

### Extra Practice

- Listening 05 **Let's Be Safe** song
- **Craft project:** Ask your child to show you their craft work picture of their family. Encourage them to point to each family member and identify them, e.g., *This is my mommy.*

## Together, we can do it!

My child can

- sing the **Let's Be Safe** song.
- respond to instructions, e.g., *Hold hands!*
- give instructions, e.g., *Stop!*
- remember the family vocabulary and say *This is my (mommy).*

Write a message or draw a picture for your child:

## Unit 3 Numbers

### Lessons 1 and 2

Student Book Level 1, Unit 3, pages 20–21

Activity Book Level 1, Unit 3, pages 20–21

**In Lessons 1 and 2 your child learnt the following:**

**Numbers:** 1, 2, 3, 4, 5

### Home Study Activities

- 1 Find five pencils and put them on the table. Encourage your child to count them with you, saying *1, 2, 3, 4, 5*. Then say a number and ask your child to count the same number of pencils and give them to you. Encourage them to say the numbers out loud as they count.
- 2 Walk around the room counting things (from 1 to 5) with your child.

### Extra Practice

- **Storyteller Unit 3 Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the numbers. Then watch again and listen and repeat together, or take it in turns to listen and repeat.
- **Student Book page 20:** Say the numbers on the balloons in order, encouraging your child to listen and point to the correct picture. Then repeat, but say the numbers out of order.

## Together, we can do it!

My child can

- listen and identify numbers.
- count to 5.
- identify and say numbers 1 to 5.

Write a message or draw a picture for your child:

## Unit 3 Numbers

### Lessons 3 and 4

Student Book Level 1, Unit 3, pages 22–23

Activity Book Level 1, Unit 3, pages 22–23

In Lessons 3 and 4 your child learnt the following:

Language:	1 book 2 books	Numbers:	1, 2, 3, 4, 5
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### Home Study Activities

- Find five books and a bag. First encourage your child to count the books with you, e.g., *1 book. 2 books. 3 books* etc. Then ask your child to close their eyes. Put one or more books in the bag. Ask your child to open their eyes and then guess how many books are in the bag, e.g., *4 books!* Take the books out of the bag one at a time for your child to count and check their answer. Repeat with different numbers of books. Then change roles with your child.
- Use the five books with the Listening 06 **Books! Books!** song. Put the books in a line and encourage your child to point to them in turn as they sing.

### Extra Practice

- Listening 06 **Books! Books!** song
- Activity Book page 23:** Ask your child to show you how they found the answers to this activity, encouraging them to count the books, lunchboxes, bags, pictures of schools and the teacher. Challenge them to tell you how many boys and girls there are (1 girl. 2 boys).
- Student Book page 23:** Say a number and an object, e.g., *5 lunchboxes!* Encourage your child to listen and then count the same number of the objects you said on the page. Repeat with different numbers and objects, e.g., *2 schools! 1 bag!*

## Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> count and say <i>1 book, 2 books.</i></p> <p><input type="checkbox"/> sing the <b>Books! Books!</b> song.</p>	Write a message or draw a picture for your child:
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## Unit 3 Numbers

### Lessons 5 and 6

Student Book Level 1, Unit 3, pages 24–25

Activity Book Level 1, Unit 3, pages 24–25

**In Lessons 5 and 6 your child learnt to:**

Tell a story through actions and mime

Explore the value: Say nice words

### Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 24 and 25 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to the trolls in Frame 4 of the story and encourage your child to count them in English and say the number (Five).
- 2 Look at Frame 7 of the story with your child. Ask them if they can remember which nice words Dora said to Little Map. (*Wow! That's a great map, Little Map!*) In your own language, talk to your child about why it's good to say nice words to people, to reinforce the value from the lesson. Encourage your child to think of some nice words they could say to their friends or family members.

### Extra Practice

- **Activity Book page 25:** Look at the picture on the right with your child. Ask them to draw a similar picture of themselves saying nice words to a friend or family member. Then encourage them to tell you about their picture and the nice words they could say, e.g., *That's nice! I like it! Very good! Wow!*
- Listening 06 **Books! Books!** song: Sing the song with your child again to review the numbers.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- count things in the story and say the number.

Write a message or draw a picture for your child:

## Unit 3 Numbers

### Lessons 7 and 8

Student Book Level 1, Unit 3, pages 26–27

Activity Book Level 1, Unit 3, pages 26–27

In Lessons 7 and 8 your child learnt the following:

Language: How old are you?  
I'm 4.

### Home Study Activities

- 1 Write numbers 1–5 on five stickers. Encourage your child to choose a number sticker and stick it to their clothes. Ask your child *How old are you?* and encourage them to answer according to the number on their sticker, e.g., *I'm 1!* Then change roles.
- 2 Take it in turns to sing the questions and answers in the Listening 07 **How Old Are You?** song with your child. Encourage your child to teach you the actions for the song. If you like, use your number stickers and make new verses with different ages.

### Extra Practice

- Listening 07 **How Old Are You?** song
- **Craft project:** Ask your child to show you their craft work picture of their handprint. Encourage them to point to each finger, count the dots and say the number.

## Together, we can do it!

My child can

- sing the **How Old Are You?** song.
- ask *How old are you?*
- answer *I'm (3)*.
- remember the numbers and say *1 book. (2) books.*

Write a message or draw a picture for your child:

## Unit 4 Colors

### Lessons 1 and 2

Student Book Level 1, Unit 4, pages 28–29

Activity Book Level 1, Unit 4, pages 28–29

**In Lessons 1 and 2 your child learnt the following:**

<b>Colors:</b>	blue
	green
	yellow
	red

### Home Study Activities

- 1 Choose a color and say, e.g., *Find (blue)!* Encourage your child to run and touch something blue in the room. Repeat for all the colors. Then change roles and play again.
- 2 Find a pen or a pencil of each color (blue, green, yellow and red) and put them on the table. Ask your child to close their eyes. Then take one pen or pencil and hide it behind your back. Ask your child to open their eyes and tell you which pen or pencil you have, e.g., *Green!* Repeat for all the colors.

### Extra Practice

- **Storyteller Unit 4 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Activity Book page 28:** Ask your child to show you the rainbow they colored. Encourage them to point to each color and say the color word.

## Together, we can do it!

My child can

- listen and identify the colors.
- listen and repeat the colors.
- identify and say the colors.

Write a message or draw a picture for your child:



## Unit 4 Colors

### Lessons 3 and 4

Student Book Level 1, Unit 4, pages 30–31

Activity Book Level 1, Unit 4, pages 30–31

**In Lessons 3 and 4 your child learnt the following:**

<b>Language:</b> It's yellow.	<b>Colors:</b> blue green yellow red
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### Home Study Activities

- 1 Look around the room and choose something red. Don't tell your child what it is. Say *It's red!* Encourage your child to walk around the room touching red things until they find the thing you chose. Then say *Yes!* Repeat for all the colors. Then change roles.
- 2 Sing the Listening 08 **It's Yellow** song with your child. Then look at some of your child's toys with your child. Point to a toy and encourage them to say what color it is, e.g., *It's blue.*

### Extra Practice

- Listening 08 **It's Yellow** song
- **Activity Book page 31:** Look at the color sequences on the page. Encourage your child to point and say the colors in each line. Then draw a new color sequence with colored pens or pencils for your child to complete.

## Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> identify colors and say <i>It's (yellow).</i></p> <p><input type="checkbox"/> sing the <b>It's Yellow</b> song.</p>	<p>Write a message or draw a picture for your child:</p>
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## Unit 4 Colors

### Lessons 5 and 6

Student Book Level 1, Unit 4, pages 32–33

Activity Book Level 1, Unit 4, pages 32–33

**In Lessons 5 and 6 your child learnt to:**

Tell a story through actions and mime

Explore the value: Be creative

### Home Study Activities

- 1 Ask your child to tell you their favourite part of the story and point to the corresponding frame on pages 32 and 33 of the Student Book. Encourage them to tell you about this part of the story in their own language. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to things in the pictures and ask *What color is it?* Encourage your child to tell you, e.g., *It's green.*
- 2 Look at Frame 7 of the story with your child. In your own language, ask them to tell you what Boots is doing (He's painting with sponges. He's being creative.) In your own language, talk to your child about different ways people can be creative. Encourage your child to think of some creative things they and other people in the family like to do.

### Extra Practice

- **Activity Book page 33:** Encourage your child to show you the picture they colored. Ask them to point to things and say, e.g., *It's red. It's yellow.*
- Listening 08 **It's Yellow** song: Sing the song with your child again to review the colors.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify colors in the story and say *It's (yellow).*

Write a message or draw a picture for your child:

## Unit 4 Colors

### Lessons 7 and 8

Student Book Level 1, Unit 4, pages 34–35

Activity Book Level 1, Unit 4, pages 34–35

In Lessons 7 and 8 your child learnt the following:

Language: *Let's paint!*

### Home Study Activities

- 1 Sing the Listening 09 **Let's Paint** song with your child. Encourage your child to teach you the actions.
- 2 Find some paper, some yellow, blue, red and green paint and two paint brushes. Say *Let's paint!* Paint a picture with your child. If you like, sing the **Let's Paint** song together while you paint. When you've finished, point to your pictures and encourage your child to say the colors, e.g., *It's red.*

### Extra Practice

- Listening 09 **Let's Paint** song
- **Craft project:** Ask your child to show you their craft work color poster. Encourage them to point to each color and the pictures they chose and say, e.g., *It's yellow.*

## Together, we can do it!

My child can

- sing the **Let's Paint** song.
- listen, respond to and say *Let's paint!*
- remember the colors and say *It's (yellow).*

Write a message or draw a picture for your child:

## Unit 5 Toys

### Lessons 1 and 2

Student Book Level 1, Unit 5, pages 36–37

Activity Book Level 1, Unit 5, pages 36–37

In Lessons 1 and 2 your child learnt the following:

<b>Toy vocabulary:</b>	doll
	ball
	car
	teddy

### Home Study Activities

- 1 Look through a toy catalogue and find a doll, a ball, a car and a teddy (or use real toys if your child has them). Say the names of the toys and encourage your child to point to them. Then point to each object and encourage your child to say the word, e.g., *Ball!* or *Ball! Ball! Ball!*
- 2 Hide a doll, a ball, a car and a teddy (or pictures of these toys) in different places at home. Ask your child to find each toy, bring them to you and say the words.

### Extra Practice

- **Storyteller Unit 5 Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- **Activity Book page 36:** Ask your child to point to the pictures they have traced and colored and say the words, e.g., *Doll!* Or *Doll! Doll! Doll!*

## Together, we can do it!

My child can

- listen and identify the toys.
- listen and repeat the toys.
- identify and say the toys.

Write a message or draw a picture for your child:

## Unit 5 Toys

### Lessons 3 and 4

Student Book Level 1, Unit 5, pages 38–39

Activity Book Level 1, Unit 5, pages 38–39

**In Lessons 3 and 4 your child learnt the following:**

<b>Language:</b> This is a doll.	<b>Toy vocabulary:</b> doll ball car teddy
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### Home Study Activities

- 1 Find a doll, a ball, a car and a teddy (or pictures of these toys). Sing the Listening 10 **This Is a Doll** song with your child. Encourage your child to point to the toy each time they sing its name.
- 2 Go out of the room and put a doll, a ball, a car or a teddy in a bag. Then go back into the room with the bag. Tell your child not to look in the bag. Ask them to put their hand in the bag, feel what's inside and say, e.g., *It's a car!* Repeat for all the toys. If you like, change roles.

### Extra Practice

- Listening 10 **This Is a Doll** song
- **Student Book page 38:** Ask your child to close their eyes. Cover the doll, the ball, the car or the teddy with paper. Ask your child to open their eyes, point to the paper and say what's under it, e.g., *This is a teddy!* Repeat, covering a different toy each time.
- **Activity Book page 39:** Cover the pictures of the wrapped toys. Say *This is a car!* and encourage your child to point to the correct picture. Then cover the pictures of the unwrapped toys. Challenge your child to point to each of the wrapped toys and remember and say what it is, e.g., *This is a ball!*

## Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> identify toys and say <i>This is a (doll)</i>.</p> <p><input type="checkbox"/> sing the <b>This Is A Doll</b> song.</p>	<p>Write a message or draw a picture for your child:</p>
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## Unit 5 Toys

### Lessons 5 and 6

Student Book Level 1, Unit 5, pages 40–41

Activity Book Level 1, Unit 5, pages 40–41

**In Lessons 5 and 6 your child learnt to:**

Tell a story through actions and mime

Explore the value: Share your toys

### Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 40 and 41 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to toys in the pictures and ask *What's this?* Encourage your child to tell you, e.g. *This is a teddy.*
- 2 Look at Frame 7 of the story with your child. In your own language, ask them to tell you what Dora's brother and sister are doing. (They're sharing the toy). In your own language, talk to your child about why it's good to share toys. Encourage your child to think of some of their favourite toys and who they can share them with.

### Extra Practice

- **Activity Book page 41:** Look at the picture on the left with your child. Ask which toy the boy is sharing with his friend (a car). Ask your child to draw a similar picture of themselves sharing a toy with a family member or friend. Put the picture up at home to remind them that it's good to share toys.
- Listening 10 **This Is a Doll** song: Sing the song with your child again to review the toy vocabulary.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify things in the story and say *This is a (doll).*

Write a message or draw a picture for your child:

## Unit 5 Toys

### Lessons 7 and 8

Student Book Level 1, Unit 5, pages 42–43

Activity Book Level 1, Unit 5, pages 42–43

**In Lessons 7 and 8 your child learnt the following:**

<b>Language:</b> Stand up Sit down Jump
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### Home Study Activities

- 1 Sing the Listening 11 **Stand Up!** song with your child. Encourage your child to teach you the actions. Sing the song again with some of your child's toys, e.g., a doll and a teddy. Make the toys do the actions while you sing.
- 2 Play some music and encourage your child to dance around the room. Then stop the music and shout e.g., *Jump!* Encourage your child to jump up in the air. Then play the music again. Repeat with different instructions. When you say *Stand up!* your child should stand very straight and tall. When you say *Sit down!* your child should sit down on the floor.

### Extra Practice

- Listening 11 **Stand Up!** song
- **Craft project:** Ask your child to show you their craft work toy pictures. Encourage them to point to each toy and say, e.g., *This is a ball. It's blue.*

## Together, we can do it!

My child can

- sing the **Stand Up!** song.
- listen, respond to and say *Stand up! Sit down! Jump!*
- remember the toy vocabulary and say *This is a (doll).*

Write a message or draw a picture for your child:

## Unit 6 My Day

### Lessons 1 and 2

Student Book Level 1, Unit 6, pages 44–45

Activity Book Level 1, Unit 6, pages 44–45

**In Lessons 1 and 2 your child learnt the following:**

<b>Times of day vocabulary:</b>	morning night naptime bedtime
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### Home Study Activities

- 1 Find some things which your child uses in the morning, at night, at naptime and at bedtime, e.g. *morning*: a coat and shoes they wear for school, *night*: a cup they drink from or a game they play at night time, *naptime*: a blanket or cushion they use for a nap, *bedtime*: their pyjamas, or a pillow or soft toy from their bed. Put all the things together and then ask your child to pick up each one and say the time of day, e.g., *Morning!* or *Morning! Morning! Morning!* Encourage your child to sort the things into 4 groups: morning, night, naptime and bedtime.
- 2 Take the opportunity to use the English words at different times of the day, e.g. when it's time to get up, say *It's morning!* You can then encourage your child to say the words, e.g. say *It's ...* and wait for them to say the time of day.

### Extra Practice

- **Storyteller Unit 6 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Activity Book page 45:** Ask your child to follow the lines they drew with their finger, point to the pictures say, e.g., *Bedtime!* or *Bedtime! Bedtime! Bedtime!*

## Together, we can do it!

My child can

- listen and identify the times of day.
- listen and repeat the times of day.
- identify and say the times of day.

Write a message or draw a picture for your child:



## Unit 6 My Day

### Lessons 3 and 4

Student Book Level 1, Unit 6, pages 46–47

Activity Book Level 1, Unit 6, pages 46–47

**In Lessons 3 and 4 your child learnt the following:**

<p><b>Language:</b> Is it morning? Yes. No.</p>	<p><b>Times of day vocabulary:</b> morning night naptime bedtime</p>
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### Home Study Activities

- 1 Sing the Listening 12 **Is It Morning?** song with your child, encouraging them to nod their head for *Yes* and shake their head for *No*. At different times of the day, sing a verse from the song and encourage your child to join in with the true answer.
- 2 In your own language, talk to your child about the activities they do at the different times of day, e.g. have a shower in the morning, listen to a story at bedtime. Then take it in turns to mime an activity and guess the time of day by saying, e.g., *Is it night?* Answer, or encourage your child to answer *Yes* or *No*, as appropriate.

### Extra Practice

- Listening 12 **Is It Morning?** song
- **Student Book page 47:** Point to one of the pictures down the right side of the page and ask your child a question, e.g., *Is it naptime?* Encourage your child to answer *Yes* or *No*. If the answer is *No*, encourage them to say the correct answer, e.g. *No! It's bedtime.*
- **Activity Book page 47:** Tell your child you are thinking of a picture they colored on the page. Encourage them to guess which picture you are thinking of, point to it and ask e.g., *Is it night?* Answer *Yes* or *No*. When your child guesses correctly, change roles.

## Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> ask <i>Is it (morning)?</i></p> <p><input type="checkbox"/> answer <i>Yes</i> or <i>No</i>.</p> <p><input type="checkbox"/> sing the <b>Is It Morning?</b> song.</p>	<p>Write a message or draw a picture for your child:</p>
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## Unit 6 My Day

### Lessons 5 and 6

Student Book Level 1, Unit 6, pages 48–49

Activity Book Level 1, Unit 6, pages 48–49

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Look after your toys

### Home Study Activities

- 1 Ask your child to tell you their favourite part of the story and point to the corresponding frame on pages 48 and 49 of the Student Book. Encourage them to tell you about this part of the story in their own language. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to Frame 8 and ask *Is it morning? Is it naptime?* Encourage your child to say *No!* Then ask *Is it night? Is it bedtime?* Encourage your child to say *Yes!*
- 2 Look at Frame 2 of the story with your child. In your own language, ask your child if Boots looked after his toy dinosaur (No. He left it in the Play Park). Talk to your child about why it's good to look their toys. Encourage them to tell you ways they can look after their toys, to reinforce the value from the lesson.

### Extra Practice

- **Activity Book page 49:** Point to the toys in the picture and encourage your child to remember the words (ball, teddy, car, dinosaur). Make a sign for your child's toybox by copying the value *Look After Your Toys* onto a piece of paper and asking your child to decorate it.
- Listening 12 **Is It Morning?** song: Sing the song with your child again to review the time of day vocabulary.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- answer questions about the time of day in the story *Is it (naptime)? (No.)*

Write a message or draw a picture for your child:

## Unit 6 My Day

### Lessons 7 and 8

Student Book Level 1, Unit 6, pages 50–51

Activity Book Level 1, Unit 6, pages 50–51

In Lessons 7 and 8 your child learnt the following:

<b>Language:</b>	Good Morning Good Night
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### Home Study Activities

- 1 Sing the Listening 13 **Good Morning!** song with your child. Encourage your child to teach you the actions. Sing the *Good Morning* verse when it's time to get up and the *Good Night* verse when it's bedtime, encouraging your child to join in.
- 2 Encourage your child to say *Good Morning!* to everyone in the house when it's morning, and *Good Night!* when it's bedtime. They can also say *Good (Morning), (Teddy)!* to their toys.

### Extra Practice

- Listening 13 **Good Morning!** song
- **Craft project:** Ask your child to show you their craft work paper plate. Tell them to hide their plate under the table with either night or morning facing up. Ask *Is it morning?* Then encourage your child to hold up their plate and say *Yes! Good Morning!* or *No! Good Night!* etc.

## Together, we can do it!

My child can

- sing the **Good Morning!** song.
- say *Good Morning!* and *Good Night!* as appropriate.
- remember the times of day vocabulary and ask and answer *Is it (morning)? (Yes)*

Write a message or draw a picture for your child:

## Unit 7 Feelings

### Lessons 1 and 2

Student Book Level 1, Unit 7, pages 52–53

Activity Book Level 1, Unit 7, pages 52–53

In Lessons 1 and 2 your child learnt the following:

<b>Feelings vocabulary:</b>	happy sad sleepy hungry
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### Home Study Activities

- 1 Mime one of the feelings for your child to guess. Encourage them to say, e.g., *Sleepy!* or *Sleepy! Sleepy! Sleepy!*
- 2 Find some of your child's toys, e.g. teddies and/or dolls. Ask your child to decide how each toy feels today. Then encourage them to hold up a toy and say how it feels, e.g., *Hungry!* If you like, ask your child to say why a toy feels happy or sad, etc. in their own language, to reinforce the meaning of the English words.

### Extra Practice

- **Storyteller Unit 1 Lesson 7 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- **Activity Book page 52:** Ask your child to point to the pictures they have traced around and colored and say the words, e.g., *Happy!* or *Happy! Happy! Happy!*

## Together, we can do it!

My child can

- listen and identify the feelings.
- listen and repeat the feelings.
- identify and say the feelings.

Write a message or draw a picture for your child:

## Unit 7 Feelings

### Lessons 3 and 4

Student Book Level 1, Unit 7, pages 54–55

Activity Book Level 1, Unit 7, pages 54–55

**In Lessons 3 and 4 your child learnt the following:**

<b>Language:</b> I'm happy.	<b>Feelings vocabulary:</b> happy sad sleepy hungry
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### Home Study Activities

- 1 Sing the Listening 14 **I'm Happy!** song with your child. Take turns singing the verses. Encourage your child to teach you any actions they have learnt or make up your own actions together. Encourage your child to sing a verse of the song with you at appropriate times, e.g. when they are happy.
- 2 Take the opportunity to ask your child how they feel at different times of day, e.g. ask them at bedtime and encourage them to reply in English, e.g., *I'm sleepy!* or ask them at dinnertime and encourage them to reply *I'm hungry!*

### Extra Practice

- Listening 14 **I'm Happy!** song
- **Activity Book page 55:** Choose one of the children in the big picture. Don't tell your child who you are. Say e.g., *I'm hungry* (using a different voice, if you like). Encourage your child to guess who you are and point to the correct child in the picture. Then change roles.
- **Student Book page 55:** Look at the lines. Then draw some similar lines on a piece of paper. Ask your child to follow the lines with their finger. Then ask your child to follow the lines with a pencil to develop fine motor skills.

## Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> identify feelings and say <i>I'm (happy)</i>.</p> <p><input type="checkbox"/> sing the <b>I'm Happy!</b> song.</p>	<p>Write a message or draw a picture for your child:</p>
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## Unit 7 Feelings

### Lessons 5 and 6

Student Book Level 1, Unit 7, pages 56–57

Activity Book Level 1, Unit 7, pages 56–57

**In Lessons 5 and 6 your child learnt to:**

Tell a story through actions and mime

Explore the value: Have your nap

### Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 56 and 57 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Then encourage your child to point to the characters and say how they feel e.g. point to the baby bear in Frame 4 and say *hungry*.
- 2 In your own language, ask your child what happened when Baby Bear wasn't at home at naptime. (She kept falling asleep.) Talk to your child about why baby animals and children need sleep, to reinforce the value from the lesson. The next time your child is sleepy in the daytime, you can say *Have your nap!* in English.

### Extra Practice

- **Activity Book page 57:** Look at the picture on the left with your child. Talk about how the girl is feeling (She's sad because she's sleepy.) Encourage your child to say to the girl in the picture *It's naptime! Have your nap!*
- Listening 14 **I'm Happy!** song: Sing the song with your child again to review the feelings vocabulary.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify how characters in the story feel and say (*hungry*).

Write a message or draw a picture for your child:

## Unit 7 Feelings

### Lessons 7 and 8

Student Book Level 1, Unit 7, pages 58–59

Activity Book Level 1, Unit 7, pages 58–59

In Lessons 7 and 8 your child learnt the following:

**Language:** Let's go to sleep.  
Close your eyes.

### Home Study Activities

- 1 Sing the Listening 15 **Let's Go To Sleep** song with your child. Encourage them to teach you the actions. Sing the song again with some of your child's toys, e.g. soft toys or dolls. Pretend it's naptime for the toys and sing the song together as you lie them down for a nap.
- 2 At bedtime or naptime, take the opportunity to say to your child *Let's go to sleep!*  
*Close your eyes!*

### Extra Practice

- Listening 15 **Let's Go To Sleep** song
- **Craft project:** Ask your child to show you their craft work faces picture. Encourage them to point to each picture and say, e.g., *I'm happy*.

## Together, we can do it!

My child can

- sing the **Let's Go To Sleep** song.
- listen and understand *Let's go to sleep. Close your eyes.*
- say *Let's go to sleep. Close your eyes.*
- remember the feelings vocabulary and say *I'm (happy).*

Write a message or draw a picture for your child:

## Unit 8 Snack Time!

### Lessons 1 and 2

Student Book Level 1, Unit 8, pages 60–61

Activity Book Level 1, Unit 8, pages 60–61

**In Lessons 1 and 2 your child learnt the following:**

<b>Snacks vocabulary:</b>	milk
	apples
	carrots
	cookies

### Home Study Activities

- 1 Put a carton of milk, two apples, two carrots and two cookies on the table. If you don't have the foods use food pictures or photos. Say the snack words and encourage your child to point to them. Then point to each snack and encourage your child to say the word, e.g., *Milk!* or *Milk! Milk! Milk!*
- 2 Keep the snacks on the table. Say *Close your eyes!* to your child. Cover one kind of snack with a cloth. Then say *Open your eyes!* Encourage your child to look and say which kind of snack you have covered, e.g., *Carrots!* Repeat, covering different snacks. Play a different version of this game with 5 apples and 5 carrots. When your child closes their eyes, cover one or more apples or carrots with the cloth. Tell your child to open their eyes and say how many apples or carrots are under the cloth, e.g., *1 apple! 4 carrots!*

### Extra Practice

- **Storyteller Unit 8 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Student Book page 61:** Ask your child to show you how they did this activity by pointing to the snacks in the big picture, counting and saying e.g., *5 apples.*

## Together, we can do it!

My child can

- listen and identify the snacks.
- listen and repeat the snacks.
- identify and say the snacks.
- count and say *1 (apple), 2 (carrots).*

Write a message or draw a picture for your child:



## Unit 8 Snack Time!

### Lessons 3 and 4

Student Book Level 1, Unit 8, pages 62–63

Activity Book Level 1, Unit 8, pages 62–63

In Lessons 3 and 4 your child learnt the following:

Language: I like apples.	Snacks vocabulary: milk apples carrots cookies
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### Home Study Activities

- 1 Sing the Listening 16 **I Like Apples** song with your child. Take turns singing the verses. Then put a carton of milk, and two or more apples, carrots and cookies or food pictures on the table. Sing the song again, pointing to the snacks together as you sing.
- 2 Keep the snacks on the table. Choose a snack and say e.g., *I like apples!* Encourage your child to listen, pick up the apples and give them to you. Repeat for all the snacks. Then change roles.

### Extra Practice

- Listening 16 **I Like Apples** song
- **Student Book page 63:** Ask your child to close their eyes. Cover one of the snacks with paper. Ask your child to open their eyes. Point to the boy or girl whose snack is covered. Ask your child to remember what the hidden snack is, and say what this boy or girl is thinking, e.g., *I like (cookies)*. Repeat, covering different snacks. Then change roles.
- **Activity Book page 63:** Choose a boy or girl. Don't tell your child which one. Pretend to be the boy or girl and say the food they like from the pictures on the right, e.g., *I like milk!* Encourage your child to find the milk, then follow the line backwards with their finger to find which boy or girl you are. Change roles to play the game again.

## Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> identify snacks they like and say <i>I like (apples)</i>.</p> <p><input type="checkbox"/> sing the <b>I Like Apples</b> song.</p>	Write a message or draw a picture for your child:
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## Unit 8 Snack Time!

### Lessons 5 and 6

Student Book Level 1, Unit 8, pages 64–65

Activity Book Level 1, Unit 8, pages 64–65

**In Lessons 5 and 6 your child learnt to:**

Tell a story through actions and mime

Explore the value: Eat healthily

### Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 64 and 65 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to Frame 4 and encourage your child to tell you what Baby Winky is thinking (I like milk. I like carrots. I like apples.)
- 2 Look at Frame 4 again with your child and, in your own language, ask them if milk, carrots and apples are healthy snacks. (Yes.) Ask them if they can say other kinds of healthy food or snacks in their own language, to reinforce the value. The next time your child has a healthy snack, say *Eat healthily!*

### Extra Practice

- **Activity Book page 64:** Ask your child to point to Baby Winky's tummy screen and say the healthy snacks he needs. Then encourage your child to make a tummy screen for themselves by drawing healthy foods they like inside a screen shape on a piece of paper or card.
- Listening 16 **I Like Apples** song: Sing the song with your child again to review the snacks vocabulary.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify healthy snacks in the story and say / like (milk).

Write a message or draw a picture for your child:

## Unit 8 Snack Time!

### Lessons 7 and 8

Student Book Level 1, Unit 8, pages 66–67

Activity Book Level 1, Unit 8, pages 66–67

**In Lessons 7 and 8 your child learnt the following:**

<p><b>Language:</b> Please. Here you are. Thank you very much.</p>
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### Home Study Activities

- 1 Sing the Listening 17 **Apples, Please** song with your child. Take turns singing the parts of the song, as if one of you is asking for a snack and the other is giving the snack. Sing the song again with real snacks, taking it in turns to point to a snack and pick it up and give it to each other.
- 2 Do a role play of a shop keeper and a customer with your child. Set up a little shop with milk, apples, carrots and cookies. Encourage your child to come to the shop, choose a snack and ask for it politely, e.g., *Milk, please*. Give your child the snack and say *Here you are!* Encourage your child to say *Thank you* or *Thank you very much*. Then change roles.

### Extra Practice

- Listening 17 **Apples, Please** song
- **Craft project:** Ask your child to show you their craft work paper plate. Tell them to point to the snacks they drew and say e.g., *I like milk. I like apples*. If they have drawn apples, ask them to say what color they are, e.g., *Green!* If they have drawn more than one apple, carrot or cookie, ask them to count them and say e.g., *Two carrots*.

## Together, we can do it!

My child can

- sing the **Apples, Please** song.
- use polite language: *Please, Thank you (very much), Here you are*.
- remember the snacks vocabulary and say *I like (apples)*.

Write a message or draw a picture for your child:

## Unit 9 Pets

### Lessons 1 and 2

Student Book Level 1, Unit 9, pages 68–69

Activity Book Level 1, Unit 9, pages 68–69

In Lessons 1 and 2 your child learnt the following:

<b>Pets vocabulary:</b>	dog
	rabbit
	fish
	cat

### Home Study Activities

- 1 Find a toy dog, rabbit, fish and cat, or a book with pictures of these pets. Say the names of the pets and encourage your child to point to them. Then point to each pet and encourage your child to say the word, e.g., *Dog!* or *Dog! Dog! Dog!*
- 2 Pretend to be a dog, rabbit, fish or cat. Encourage your child to guess what you are and say the word, e.g., *Rabbit!* Then take it in turns to mime and guess the pets.

### Extra Practice

- **Storyteller Unit 9 Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- **Activity Book page 69:** Ask your child to show you how they found the answers they circled, by counting each kind of pet and saying *3 rabbits, 2 cats, 1 dog, 4 fish*.

## Together, we can do it!

My child can

- listen and identify the pets.
- listen and repeat the pets.
- identify and say the pets.

Write a message or draw a picture for your child:

## Unit 9 Pets

### Lessons 3 and 4

Student Book Level 1, Unit 9, pages 70–71

Activity Book Level 1, Unit 9, pages 70–71

**In Lessons 3 and 4 your child learnt the following:**

<b>Language:</b> What is it? It's a cat.	<b>Pets vocabulary:</b> dog rabbit fish cat
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### Home Study Activities

- 1 Sing the Listening 18 **What Is It?** song with your child. Take turns singing the questions and answers. Then choose one of the pets and start to draw it on a piece of paper. Ask *What is it?* Encourage your child to guess what it is and say e.g., *It's a rabbit!* Then change roles.
- 2 The next time you see a real dog, rabbit, fish or cat (or a picture of one of these pets), ask your child *What is it?* and encourage them to reply e.g., *It's a fish.*

### Extra Practice

- Listening 18 **What Is It?** song
- **Student Book page 70:** Ask your child to close their eyes. Cover the dog, rabbit, fish or cat with paper. Tell your child to open their eyes, point to the paper and ask *What is it?* Encourage your child to remember and say e.g., *It's a cat!* Repeat, covering a different part of the picture, or changing roles.
- **Activity Book page 71:** Encourage your child to point to the pictures in each row and say the animal sequences. Make up some sequences of your own for your child to complete, e.g. say *Dog, Dog, Cat. Dog, Dog, Cat. Dog, Dog, ...?*

## Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ask <i>What is it?</i></li> <li><input type="checkbox"/> identify pets and say <i>It's a (cat).</i></li> <li><input type="checkbox"/> sing the <b>What Is It?</b> song.</li> </ul>	<p>Write a message or draw a picture for your child:</p>
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## Unit 9 Pets

### Lessons 5 and 6

Student Book Level 1, Unit 9, pages 72–73

Activity Book Level 1, Unit 9, pages 72–73

**In Lessons 5 and 6 your child learnt to:**

Tell a story through actions and mime

Explore the value: Love pets

### Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 72 and 73 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to the rabbit, dog and fish in Frame 3 and ask *What is it?* Encourage your child to tell you, e.g., *It's a rabbit.* Review numbers 1–5 by asking your child to count and tell you how many dog friends Puppy has in Frame 8 (5).
- 2 In your own language, ask your child what Dora's surprise for Puppy the dog was (Toys). Talk to your child about how pets, especially baby pets, need to play. Encourage your child to tell you (in their own language) other things that pets need and how we have to take care of them, to reinforce the value.

### Extra Practice

- **Activity Book page 73:** Ask your child to show you the picture they colored of the girl taking care of her cat. If your child has a pet, encourage them to draw a picture of themselves taking care of it. If your child doesn't have a pet, encourage them to draw a pet they'd like to have and take care of.
- Listening 18 **What Is It?** song: Sing the song with your child again to review the pets vocabulary.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify pets in the story and say *It's a (rabbit).*

Write a message or draw a picture for your child:

## Unit 9 Pets

### Lessons 7 and 8

Student Book Level 1, Unit 9, pages 74–75

Activity Book Level 1, Unit 9, pages 74–75

In Lessons 7 and 8 your child learnt the following:

Language: Dogs go woof.

### Home Study Activities

- 1 Sing the Listening 19 **Dogs Go Woof** song with your child. Encourage your child to teach you the actions. If your child has a toy dog, rabbit, fish and/or cat, sing the song again with these and pretend the toys are making the noises.
- 2 Find some pictures of the pets or use toy pets. Make an animal noise, e.g., *Meow!* Encourage your child to point to the pet and respond by saying e.g., *Cats go meow.*

### Extra Practice

- Listening 19 **Dogs Go Woof** song
- **Craft project:** Ask your child to show you their craft work pet picture. Point to each of the pets and ask *What is it?* Encourage your child to reply, telling you the noise it makes, e.g., *It's a fish. Fish go pop!*

## Together, we can do it!

My child can

- sing the **Dogs Go Woof** song.
- say the noises pets make, e.g. *(Dogs) go (woof).*
- remember the pets vocabulary and ask and answer *What is it? It's a (cat).*

Write a message or draw a picture for your child:

## Unit 10 Actions

### Lessons 1 and 2

Student Book Level 1, Unit 10, pages 76–77

Activity Book Level 1, Unit 10, pages 76–77

In Lessons 1 and 2 your child learnt the following:

<b>Actions vocabulary:</b>	jump
	walk
	clap
	dance

### Home Study Activities

- 1 Say an action e.g. *Clap!* and encourage your child to listen and do the action. Then do one of the actions yourself and encourage your child to say the word, e.g., *Walk!* or *Walk! Walk! Walk!*
- 2 Pretend you are teaching an exercise class your child is participating in. Say actions and encourage your child to do them. If you like, use numbers 1–5 too, e.g., *Jump! 1, 2, 3. Clap! 1, 2, 3. Dance! Dance!* etc. Then encourage your child to take a turn as the teacher.

### Extra Practice

- **Storyteller Unit 10 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Activity Book page 76:** Ask your child to point to the pictures they have colored and say the words, e.g., *Jump!* Or *Jump! Jump! Jump!*

## Together, we can do it!

My child can

- listen and identify the actions.
- listen and repeat the actions.
- identify and say the actions.

Write a message or draw a picture for your child:



## Unit 10 Actions

### Lessons 3 and 4

Student Book Level 1, Unit 10, pages 78–79

Activity Book Level 1, Unit 10, pages 78–79

**In Lessons 3 and 4 your child learnt the following:**

<b>Language:</b> I can dance.	<b>Actions vocabulary:</b> jump walk clap dance
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### Home Study Activities

- 1 Sing the Listening 20 **I Can Dance!** song with your child and do the actions. Then ask your child what they can do, and encourage them to do an action and say e.g., *I can clap!*
- 2 Find some of your child's toys, e.g. teddies or dolls. Say an action e.g., *Jump!* and encourage your child to pick up a toy, make the toy jump and say (in the toy's voice) e.g., *I can jump!* Repeat for the actions.

### Extra Practice

- Listening 20 **I Can Dance!** song
- **Student Book page 78:** Look at the picture and chose a child who is jumping, dancing, clapping or walking. Don't tell your child who it is. Then pretend to be this child and say, e.g., *I can dance*. Encourage your child to find and point to the correct picture. Then change roles.
- **Activity Book page 79:** Choose a child in the picture with a blue, red, green or yellow T-shirt and say the colour of their T-shirt, e.g., *Blue!* Encourage your child to find the girl in the blue T-shirt, pretend to be them and say, e.g., *I can dance!*

## Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> identify the actions they can do and say <i>I can (dance)</i>.</p> <p><input type="checkbox"/> sing the <b>I Can Dance</b> song.</p>	<p>Write a message or draw a picture for your child:</p>
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## Unit 10 Actions

### Lessons 5 and 6

Student Book Level 1, Unit 10, pages 80–81

Activity Book Level 1, Unit 10, pages 80–81

**In Lessons 5 and 6 your child learnt to:**

Tell a story through actions and mime

Explore the value: Be active

### Home Study Activities

- 1 Ask your child to tell you their favourite part of the story and point to the corresponding frame on pages 80 and 81 of the Student Book. Encourage them to tell you about this part of the story in their own language. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story audio transcript. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Then point to Dora in Frames 3, 4 and 7 and ask your child what Dora is thinking, e.g., *I can walk! I can jump! I can dance!*
- 2 In your own language, ask your child who is active in the story and what they do (Boots and Dora walk. Boots, Dora and Isa jump. Dora dances.) Talk to your child about why it's good to be active, to reinforce the value. Encourage them to tell you active things they like to do (in their own language).

### Extra Practice

- **Activity Book page 81:** Look at the picture your child colored. Encourage them to draw a picture of themselves doing their favorite active activity.
- Listening 20 **I Can Dance!** song: Sing the song with your child again to review the actions vocabulary.

## Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify actions in the story and say *I can (dance).*

Write a message or draw a picture for your child:

## Unit 10 Actions

### Lessons 7 and 8

Student Book Level 1, Unit 10, pages 82–83

Activity Book Level 1, Unit 10, pages 82–83

In Lessons 7 and 8 your child learnt the following:

Language: Dance *with me*.

### Home Study Activities

- 1 Sing the Listening 21 **Dance With Me!** song with your child. Encourage them to teach you the actions. Then take it in turns to start singing a verse, doing the action and then inviting each other to join in.
- 2 Play a game with your child. Explain that your child should only do an action if you say *please* e.g. *Dance with me, please!* If you don't say *please*, they shouldn't do the action. Say some actions with *please*, doing the action at the same time. Your child should join in doing the action. Then say an action without *please*, doing the action at the same time, e.g. *Clap with me!* If your child doesn't do the action with you, continue the game. If your child does the action with you (even though you didn't say *please*), they are out and it's time to change roles.

### Extra Practice

- Listening 21 **Dance With Me!** song
- **Craft project:** Ask your child to show you their craft work pictures of themselves doing actions. Encourage them to point to each picture and say, e.g., *I can clap*.

## Together, we can do it!

My child can

- sing the **Dance With Me!** song.
- respond to requests, e.g. *(Dance) with me*.
- make requests, e.g. *(Dance) with me*.
- remember the actions vocabulary and say *I can (dance)*.

Write a message or draw a picture for your child: